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ABSTRACT

During the 1967-1968 academic year an experimental program of classroom instruction in vocational information and career selection was introduced in selected secondary schools. Data were obtained by testing students in the experimental and control groups by administering pre and posttest instruments which focused on four major areas: (1) knowledge concerning occupations and related information; (2) level of occupational aspiration; (3) perceptions of the degree of importance of certain job factors; and (4) student attitudes toward work, self, and education. Analysis of the data revealed that no significant differences in knowledge existed between the experimental and control groups. However, the fact that the experimental group performed equally well on a textbook oriented test suggests that the field experience compensated for the lack of study time normally devoted to study of the textbook. Career aspirations of students in both groups were higher following the treatment. (Author/KJ)

ED 044722

A COMPARISON OF TWO METHODS OF PROVIDING INFORMATION TO NINTH GRADE STUDENTS ABOUT THE WORLD OF WORK

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ABSTRACT

During the 1967-68 academic year an experimental program of classroom instruction in vocational information and career selection was introduced as a 6-week unit in selected secondary schools in the New Orleans area. The following summary of the report of the World of Work project is intended to provide a general over-view of the evaluation of the project. Details concerning each of the points summarized in this abstract are included in the complete report.

Data included in the report were obtained by testing students in the experimental and control groups by administering pre- and posttest instruments which focused on four major factors:

1) Knowledge concerning occupations and related information.

2) Level of occupational aspiration.

3) Perceptions of the degree of importance of certain job factors.

4) Student attitudes toward work, self, and education.

Analysis of the data revealed that no significant differences in knowledge concerning occupations and related textbook information existed between the experimental and control groups. However, the fact that the experimental group performed equally well on a textbook oriented acheivement test suggests that the field experiences compensated for the lack of study time normally devoted to study of the textbook.

Examination of the data also revealed that the career aspirations of students in both the experimental and control groups were higher following the treatment. It should be noted that the occupational aspirations of the students at the beginning of the unit of study were higher than "normal" for students of this age and background. Further, it appeared that the study of occupations produced a slight increase in career aspirations. This, in combination with reactions provided by

teachers and students, suggests that the study of occupations and career information tended to produce a generally high level of aspiration, regardless of the particular method of study employed.

The degree to which students viewed certain specific factors as being important to them in choosing an occupation was evaluated. The data revealed that prior to treatment the students generally assigned a very high importance to many job factors. After treatment, however, they tended to view these same factors as being relatively less important. This shift from a generally over-positive to a more moderate, and perhaps more realistic, reaction suggests that the students may have been exhibiting more mature reactions following their study of occupational information.

The data were also examined for changes in students' attitudes toward work, self, and education. It was found that approximately one-half of the students in both the experimental and control groups changed in their attitudes towards these three factors. Of the students who changed in their attitudes toward work, self, and education, relatively more of those who received the experimental unit changed to having a more positive attitude toward these factors.

In summary, it would appear that the two methods of study did not produce appreciable changes in the acquisition of textbook content. However, a more mature attitude toward factors to be considered in selecting a job appeared to have resulted. It also appeared that the experimental treatment tended to be relatively more effective in producing positive attitudes toward work, self, and education. Further, the rather high occupational aspirations of the students in both groups suggested the desirability of including more opportunities throughout the curriculum for students to study this field of information.

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A COMPARISON OF TWO METHODS OF PROVIDING INFORMATION TO NINTH GRADE STUDENTS ABOUT THE WORLD OF WORK

Introduction

During the 1967-68 academic year, an experimental program[1] of classroom instruction in vocational information and career-selection was developed and taught as a 6-week civics unit to a sample of ninth-grade classes in seven secondary schools in the New Orleans area. In general, the project sought to develop and to examine the effectiveness of certain instructional methods and materials in communicating to youth a number of basic concepts concerning the world of work.

In each of the participating schools, two ninth-grade civics classes were selected to participate in the project. In each school one class was designated as a control group and the other as an experimental group. The students in each of the seven experimental groups (n=161) received an innovative unit in career information. The students in the control group (n=139) received the traditional unit in career information. The experimental unit of study utilized the current civics textbook but gave additional attention to field experiences such as: 1) a career day conference which allowed the students to talk with members of several occupational groups, 2) field visits to persons and places of work in the community, 3) discussions with individuals who came into the classrooms to discuss their occupation, and 4) a series of six one-half hour television programs which dealt with topics such as how self-concept might influence occupational and educational

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[1] Support for this program was provided by the Greater New Orleans Voluntary Equal Employment Council, Plans for Progress Program, Economic Development Administration of U. S. Department of Commerce, and by Jefferson and Orleans Parish School Systems.

aspirations, economic trends which influence jobs, and ways of achieving educational and career goals. The traditional unit of study, used with the seven control classes, consisted of the usual textbook-oriented approach to learning about occupations. While both the experimental and control groups received instruction based on the materials found in the current textbook (Smith and Bruntz, Chaps. 13-17, 1963), only the experimental groups were involved in activities outside the classroom. The control groups received instruction which placed almost exclusive emphasis on the material found in the textbook and related printed material.

Characteristics of the Students

Since it was not possible to randomly assign individual students to the two treatment groups, intact classes were chosen and randomly assigned to the treatment groups. To avoid the possibility of introducing some bias into the analysis of the data as a result of the non-randomness of selection of the students, the students were examined in an effort to determine whether the two groups were similar with respect to selected characteristics. Table 1 shows data relevant to these characteristics. The two groups were compared on each of the characteristics shown and the comparisons yielded no statistically significant differences.

Table 1

Characteristics of Ss by Treatment Group and by Total

Characteristic	Treatment Groups: Experimental (n=161) N	%	Control (n=139) N	%	Total (N=300) N	%
Sex						
Male	75	46.6	67	48.2	142	47.3
Female	86	53.4	72	51.8	158	52.7
Race						
Caucasian	63	39.1	54	38.8	117	39.0
Negro	98	60.9	85	61.2	183	61.0
Chronological Age						
14	35	21.7	42	30.2	77	25.7
15	78	48.5	57	41.0	135	45.0
16-16+	48	29.8	40	28.8	88	29.3
Years Attended School						
9	88	54.6	87	62.6	175	58.3
10	55	34.2	41	29.5	96	32.0
11	13	8.1	8	5.8	21	7.0
12	5	3.1	3	2.1	8	2.7
IQ						
62-91	77	47.8	83	59.7	160	53.3
92-108	69	42.9	43	30.9	112	37.3
109+	14	8.7	12	8.7	26	8.7
Unknown	1	.6	1	.7	2	.7

Occupational Level of Head of Household						
Professional	4	2.5	8	5.8	12	4.0
Managerial	15	9.3	14	10.1	29	9.7
Skilled	36	22.4	31	22.3	67	22.3
Semi-Skilled	30	18.6	26	18.7	56	18.7
Unskilled	60	37.3	53	38.1	113	37.6
Unknown	16	9.9	7	5.0	23	7.7
Grade Level Completed by Head of Household						
1-2	0	0.0	4	2.9	4	1.3
3-4	7	4.4	7	5.0	14	4.7
5-6	11	6.8	7	5.0	18	6.0
7-8	30	18.6	16	11.5	46	15.4
9-10	28	17.4	26	18.7	54	18.0
11-12	56	34.8	44	31.7	100	33.3
13-14	6	3.7	12	8.6	18	6.0
15-16	5	3.1	5	3.6	10	3.3
16+	7	4.4	3	2.2	10	3.3
Unknown	11	6.8	15	10.8	26	8.7

[a] The two groups were compared on each of the characteristics shown in the tables. Neither the t-ratio resulting from the comparison of the mean IQ scores of the two groups nor any of the chi square values resulting from the comparisons of the frequencies of the two groups were significant.

The data in Table 1 show that approximately one-half of the Ss in both groups were male. Approximately 60% of the Ss in both groups were Negro. Further, about 70% of both groups were either 14 or 15 years of age, while 28.8% of the control group and 29.8% of the experimental group were 16 years of age or older. It should also be noted that approximately 50% of the 300 Ss had measured IQ's (Otis-beta) in the range of 62 to 91, and that 59.7% of the control group had IQ's in this range and 47.8% of the experimental group had such IQ scores (the t-test of the difference between the mean IQ scores of the two groups did not produce a significant ratio--t=1.15). The occupational level of the heads of the household of the Ss in these two groups were very similar in that: 1) less than 16% of the Ss in both groups came from households in which the head of the household occupied either a professional or a managerial level occupation, and 2) the bulk (approximately 55%) of the Ss in both groups came from households in which the head of the household could be classified as either semi-skilled or unskilled. The data in Table 1 also show that the groups were similar with respect to the educational level of the head of the household with approximately 11% of the Ss in both groups coming from households headed by individuals who had completed elementary school or less, approximately 18% coming from households in which the head of the household had completed either the ninth or tenth grade, and approximately one-third coming from households in which the head of the household had completed eleventh or twelfth grade. The general impact of the data in Table 1 is that the groups were balanced with respect to sex (there were more Negroes than whites), there were more Ss 16 years of age or over than would be normally expected, there was an over-representation of Ss whose measured intelligence scores were below average, and a considerably large number of Ss came from homes in which the occupational level and grade level completed by head of household is relatively low. The data in Table 1 would tend to indicate that a large percentage of the Ss involved in this study could be classified as coming from low socio-economic level families. It should again be noted that the two groups were compared by application of chi-square and t-test techniques to determine if the two groups differed with respect to the characteristics shown in Table 1 and that no significant differences were found, i.e., the two groups seemed to be similar with respect to the characteristics measured and reported in Table 1.

Instruments Used in Obtaining Data

In an attempt to determine whether the two groups differed with respect to several characteristics following treatment, several instruments were used as pre- and post-measures. These instruments were:

1) An achievement test which covered the general area of vocational information as provided in the civics textbook. This test was developed by the teachers and by the counselors from the seven schools and constructed by creating a large pool of items from which the counselors and teachers then selected seventy items which they judged as being content valid and most usable.

2) The Occupational Aspiration Scale (Haller and Miller, 1963).

3) The Student Questionnaire, consisted of items aimed at measuring student attitudes in the areas of work, self, and education. These items were drawn largely from instruments developed and used by Champagne (1966), Champagne (1967), and Coleman (1966).

4) An instrument designed to measure the kind of factors that these ninth graders saw as being important to them in making their career decisions. These factors were drawn primarily from a list constructed by Champagne (1966) and Champagne (1967).

5) A student questionnaire designed to obtain information about how these students saw their future educational and occupational plans and opportunities. Some items used in this questionnaire had been constructed by Banducci (1967).

Analysis of the Data

The data were analyzed in an attempt to determine if the groups differed after treatment with respect to: 1) knowledge of the content of the civics textbook, 2) level of occupational aspiration, 3) attitude toward self, education, and work, and 4) degree to which they perceived certain job factors as being important in choosing an occupation.

Achievement Test Results

Table 2 reports the pretest and posttest means and standard deviations obtained from the analysis of the scores on the civics achievement test.

Table 2

Pretest and Posttest Means and Standard Deviations on the Civics Achievement Test by Sex and by Total

Sex	Treatment Group: Experimental N	Experimental M	Experimental SD	Control N	Control M	Control SD
Males	71			62		
Pretest		35.77	10.55		32.06	10.71
Posttest		38.01	12.16		36.16	11.94
Females	84			70		
Pretest		35.73	9.98		34.74	10.76
Posttest		41.52	10.95		39.61	12.61
Total	155			132		
Pretest		35.75	10.24		33.48	10.82
Posttest		39.92	11.65		37.99	12.42

The pretest means for experimental males, experimental females, and for the total experimental group were slightly higher than they were for the control group. The posttest means for experimental males, females, and for the total experimental group were also slightly higher than they were for the control group. Since it appears that there were some initial differences between the groups on their scores on the achievement test, Analysis of Covariance was employed to attempt to determine whether any treatment effects existed.

Tables 3, 4, and 5 show the summaries of the covariance analyses of the male, female, and the total Ss' scores on the civics achievement test.

Table 3

Summary of the Covariance Analysis of Male Ss' Scores[a] on the Civics Achievement Test

Source of Variation	Sum of Squares	d.f.	Mean Square	F
Treatments	68.41	1	68.41	1.205
Error	7379.47	130	56.76	
Total	7447.88	131		

[a] The Ss' pretest scores on the Civics Achievement Test were designated as the supplementary of concomitant measure.

F, not significant.

Table 4

Summary of the Covariance Analysis[a] of Female Ss' Scores on the Civics Achievement Test

Source of Variation	Sum of Squares	d.f.	Mean Square	F
Treatments	41.08	1	41.08	.75
Error	8269.08	151	54.76	
Total	8310.16	152		

[a] The Ss' pretest scores on the Civics Achievement Test were designated as the supplementary or concomitant measure.

F, not significant

Table 5

Summary of the Covariance Analysis of Total Ss' Scores[a] on the Civics Achievement Test

Source of Variation	Sum of Squares	d.f.	Mean Square	F
Treatments	.65	1	.65	.01
Error	16172.09	284	56.94	
Total	16172.74	285		

[a] The Ss' pretest scores on the Civics Achievement Test were designated as the supplementary or concomitant measure.

F, not significant.

Since the F-ratios reported in Tables 3, 4, and 5 are not significant, the null hypothesis of no difference on the civics achievement test means cannot be rejected, i.e., the means of the two groups on the posttest were not significantly different.

From the data shown in Tables 2, 3, 4, and 5, it would appear that the experimental and the control unit methods produced a similar amount of learning of the material presented in the textbook. It might also be noted that the means shown in Table 2 suggest that the increase in mean scores for both the experimental and the control groups was relatively slight, i.e., both groups had posttest means which were only slightly larger than their pretest means. This would appear to offer some evidence that neither the traditional textbook method nor the experimental method was very effective in producing the kinds of learnings which were measured by the civics achievement test.

Occupational Aspirations

In an attempt to determine what effect the two treatments might have on the Ss' level of occupational aspiration, The Occupational Aspiration Scale (OAS) was administered. Table 6 reports the pretest and posttest means, by sex, for the two groups.

Table 6

Pretest and Posttest Means and Standard Deviations on The Occupational Aspiration Scale by Sex and by Total

Sex	Treatment Groups					
	Experimental			Control		
	N	M	SD	N	M	SD
Males	73			63		
Pretest		44.21	11.82		43.68	12.01
Posttest		46.23	11.58		44.65	11.99
Females	85			74		
Pretest		43.95	8.72		45.60	10.56
Posttest		43.83	8.87		44.67	11.29
Total	158			137		
Pretest		44.07	10.25		44.72	11.29
Posttest		44.94	10.28		44.66	11.62

Table 6 shows that the pretest mean on the OAS was slightly higher for experimental males than it was for control males, that pretest means for experimental females were slightly lower than they were for control females, and that the pretest mean for the experimental group was slightly lower than the mean of the control group. It appears that the occupational aspiration levels of the two groups, prior to treatment, differed slightly.

Tables 7, 8, and 9 report a summary of the covariance analysis of male, female, and total group scores on the OAS.

Table 7

Summary of the Covariance Analysis of Male Ss' Scores[a] on The Occupational Aspiration Scale

Source of Variation	Sum of Squares	d.f.	Mean Square	F
Treatments	53.11	1	53.11	.76
Error	9184.87	133	69.05	
Total	9237.98	134		

[a] The Ss' pretest scores on The Occupational Aspiration Scale were designated as the supplementary of concomitant measure.

F, not significant

Table 8

Summary of the Covariance[a] Analysis of Female Ss' Scores on The Occupational Aspiration Scale

Source of Variation	Sum of Squares	d.f.	Mean Square	F
Treatments	1.95	1	1.95	.02
Error	14076.35	156	90.23	
Total	14078.30	157		

[a] The Ss' pretest scores on The Occupational Aspiration Scale were designated as the supplementary or concomitant measure

F, not significant

Table 9

Summary of the Covariance Analysis of Total Ss' Scores[a] on The Occupational Aspiration Scale

Source of Variation	Sum of Squares	d.f.	Mean Square	F
Treatment	31.21	1	31.21	.37
Error	24433.58	292	83.68	
Total	24464.79	293		

[a] The Ss' pretest scores on The Occupational Aspiration Scale were designated as the supplementary or concomitant measure.

F, not significant

Since none of the F-ratios shown in Tables 7, 8, and 9 were significant, the hypothesis of no difference between the two groups cannot be rejected, i.e., the mean scores of the two groups on the OAS cannot be considered to be significantly different.

An overall analysis of the data in Tables 6, 7, 8, and 9 would seem to indicate that the pretest and posttest means of both groups were considerably higher than one would expect since the normative mean of the OAS is approximately 36 (SD = approximately 12), and the means of both groups shown in Table 6 approach 45. It would also appear from Table 6 that there is some possibility that both treatments had a tendency to raise the Ss' occupational aspirations. In fact, the males in the experimental group scored considerably higher on the posttest. It may be, that with ninth grade Ss, the OAS is measuring, in part, the fantasy level of occupational aspirations. However, there seems to be some evidence that the OAS measures with reasonable accuracy the "real" aspiration level of Ss' of this age level. It would seem then, that the

aspiration level of Ss' in this area who possess the characteristics described in Table 1, may indeed have an unrealistically high level of occupational aspiration and that both the traditional and the experimental treatments had a tendency to raise this occupational aspiration level to a still higher level.

The Ss' scores on the OAS were also examined to determine whether there was any relationship between the students' occupational aspirations and the occupational level of their parents.

Table 10 shows pre- and posttest means for groups of students who came from homes in which the occupational level of their father or mother, depending on which was the financial head of the household, could be defined as professional or managerial, skilled, semi-skilled, or unskilled.

Table 10

Pretest and Posttest Means on The Occupational Aspiration Scale--by Occupational Level of Student's Parent

Parent Occupational Level	Group: Experimental n	Experimental Pre M	Experimental Post M	Control n	Control Pre M	Control Post M	F[a]
Professional or Managerial	15	57.53	56.27	21	49.95	48.48	NS
Skilled	36	41.00	42.19	30	46.30	46.90	NS
Semi-Skilled	30	44.40	46.13	26	43.62	42.23	NS
Unskilled	59	44.53	45.15	52	43.19	44.33	NS

[a] F computed by Covariance Analysis using Ss' pretest scores on the OAS as the Concomitant measure.

The means reported in Table 10 show that the students who had the highest occupational aspirations were those whose parents held either a professional or managerial position. The means also show that while the study of occupations tended to lower the aspirations of students coming from homes in which the parent's occupation was classified as professional or managerial, it tended to raise the aspirations of students from other occupational level backgrounds. The non-significant F-ratios suggest that the two treatments had similar effects on students from a variety of occupational backgrounds.

Perception of Job Factors

To arrive at a description of the ninth grade Ss' perceptions of what may be important in choosing an occupation, a set of 30 factors dealing with occupations were presented to the Ss. They were instructed to indicate which of these factors would be important to them and to indicate the degree of importance of each. The set of 30 factors was presented in a random ordering to the Ss in an attempt to partial out any response which might be introduced by an ordered presentation. Factors were selected from instruments which had been constructed by Champagne (1966 and 1967). Tables 10 through 39 show the percentage of Ss in the two groups who indicated the degree of importance that each of the 30 job factors would have for them in choosing a job. A list of the job factors and the corresponding Table numbers is shown below.

Factor	Table No.
Personal satisfaction from doing a job right	11
Praise for good work from fellow workers	12
Good working conditions	13
Good pay	14
A good boss	15
A steady job	16
Duty to do my best on the job	17
Respect for holding a good job from friends and family	18
Liking the job itself	19
A boss that does not bawl out workers	20

Factor	Table No.
Chance to prove that I can do as well as anyone else	21
Praise for good work from the boss	22
Chance for promotion	23
Chance for a pay raise	24
A good company	25
Working with friends and neighbors	26
Nice people to work with	27
A chance to exercise leadership	28
A chance to help others	29
A chance to use my special abilities	30
A place in which I can work alone	31
Time to be with my family	32
A place where I can work with other people	33
Opportunity to be creative and original	34
Secure future	35
A job close to home	36
Vacation and holidays with pay	37
Interesting work	38
Job extras such as pensions, sick benefits, etc.	39
A chance to be my own boss	40

A discussion of the data shown in Tables 10-40 follows Table 40.

Table 11

Percentage of Ss Indicating Degree to Which Personal Satisfaction from Doing a Job Right Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	39.4	38.8	42.2	33.8
Important	48.5	53.7	50.0	55.4
Not too important	12.1	7.5	4.7	9.2
Not at all important	0.0	0.0	3.1	1.5
Female	(n=77)		(n=63)	
Very important	57.1	44.2	59.4	42.2
Important	37.6	45.4	35.9	54.7
Not too important	3.9	9.1	4.7	3.1
Not at all important	1.3	1.3	0.0	0.0
Total	(n=143)		(n=127)	
Very important	48.9	41.7	50.8	37.9
Important	42.6	49.3	42.9	55.0
Not too important	7.7	8.3	4.7	6.2
Not at all important	.7	.7	1.6	.7

Table 12

Percentage of Ss Indicating Degree to Which
Praise for Good Work From Fellow Workers
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	10.6	10.4	10.9	7.7
Important	36.4	40.3	46.9	49.2
Not too important	46.9	44.8	34.4	35.4
Not at all important	6.1	4.5	7.8	7.7
Female	(n=77)		(n=63)	
Very important	12.9	10.4	11.1	7.8
Important	45.4	44.1	36.5	35.9
Not too important	35.2	37.7	38.1	48.5
Not at all important	6.5	7.8	14.3	7.8
Total	(n=143)		(n=127)	
Very important	11.9	10.4	11.0	7.8
Important	41.2	42.5	41.7	42.5
Not too important	40.6	40.9	36.3	41.9
Not at all important	6.3	6.2	11.0	7.8

Table 13

Percentage of Ss Indicating Degree to Which
Good Working Conditions
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	51.5	49.2	54.7	40.0
Important	45.5	47.8	40.6	56.9
Not too important	3.0	3.0	3.1	3.1
Not at all important			1.6	
Female	(n=77)		(n=63)	
Very important	55.8	51.9	55.6	53.1
Important	41.6	44.2	42.8	45.3
Not too important	2.6	3.9	1.6	1.6
Not at all important				
Total	(n=143)		(n=127)	
Very important	53.8	50.7	55.1	46.5
Important	43.4	45.8	41.7	51.2
Not too important	2.8	3.5	2.4	2.3
Not at all important			.8	

Table 14

Percentage of Ss Indicating Degree to Which Good Pay Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	71.3	67.2	76.6	72.3
Important	24.2	29.8	23.4	27.7
Not too important	3.	1.5	0.0	0.0
Not at all important	1.5	1.5	0.0	0.0
Female	(n=77)		(n=63)	
Very important	61.0	40.2	61.9	59.4
Important	35.1	57.2	33.3	37.5
Not too important	3.9	2.6	4.8	3.1
Not at all important	0.	0.	0.	0.
Total	(n=143)		(n=127)	
Very important	65.7	52.8	69.3	65.9
Important	30.1	44.4	28.3	32.6
Not too important	3.5	2.1	2.4	1.5
Not at all important	.7	.7	0.	0.

Table 15

Percentage of Ss Indicating Degree to Which
A Good Boss
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	38.5	41.8	39.1	30.8
Important	46.1	44.8	48.4	55.4
Not too important	9.2	13.4	10.9	13.8
Not at all important	6.2	0.	1.6	0.
Female	(n=77)		(n=63)	
Very important	51.3	44.2	46.1	39.1
Important	39.5	45.4	42.8	53.1
Not too important	9.2	9.1	11.1	6.2
Not at all important	0.	1.3	0.	1.6
Total	(n=143)		(n=127)	
Very important	45.4	43.1	42.5	34.8
Important	42.6	45.1	45.7	54.3
Not too important	9.2	11.1	11.0	10.1
Not at all important	2.8	.7	.8	.8

Table 16

Percentage of Ss Indicating Degree to Which
A Steady Job
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	63.6	56.7	59.4	55.4
Important	33.3	40.4	35.9	43.1
Not too important	3.1	2.9	4.7	1.5
Not at all important	0.	0.	0.	0.
Female	(n=77)		(n=63)	
Very important	64.9	63.6	59.4	51.6
Important	32.5	32.5	29.7	39.1
Not too important	2.6	3.9	9.3	9.4
Not at all important	0.	0.	1.6	0.
Total	(n=143)		(n=127)	
Very important	64.3	60.4	59.4	53.5
Important	32.9	36.1	32.8	41.1
Not too important	2.8	3.5	7.0	5.4
Not at all important	0.	0.	.8	0.

Table 17

Percentage of Ss Indicating Degree to Which
Duty to do Their Best on the Job
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	56.1	43.3	51.6	32.3
Important	43.9	55.2	46.9	64.6
Not too important	0.	1.5	1.5	3.1
Not at all important	0.	0.	0.	0.
Female	(n=77)		(n=63)	
Very important	71.4	59.8	65.6	53.1
Important	27.3	38.9	29.7	43.8
Not too important	1.3	1.3	4.7	3.1
Not at all important	0.	0.	0.	0.
Total	(n=143)		(n=127)	
Very important	64.4	52.1	58.6	42.6
Important	34.9	46.5	38.3	54.3
Not too important	.7	1.4	3.1	3.1
Not at all important	0.	0.	0.	0.

Table 18

Percentage of Ss Indicating Degree to Which Respect for Holding a Good Job From Friends and Family Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	21.2	11.9	32.8	20.0
Important	45.4	53.7	37.5	52.3
Not too important	27.3	28.5	21.9	24.6
Not at all important	6.1	5.9	7.8	3.1
Female	(n=77)		(n=63)	
Very important	23.7	17.4	25.0	20.3
Important	50.0	48.0	45.3	48.4
Not too important	22.4	29.3	21.9	25.0
Not at all important	3.9	5.3	7.8	6.3
Total	(n=143)		(n=127)	
Very important	22.5	14.8	28.9	20.2
Important	47.9	50.7	41.4	50.4
Not too important	24.7	28.9	21.9	24.8
Not at all important	4.9	5.6	7.8	4.6

Table 19

Percentage of Ss Indicating Degree to Which
Liking the Job Itself
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	60.6	53.7	51.6	35.4
Important	31.8	43.4	37.5	58.5
Not too important	7.6	2.9	10.9	4.6
Not at all important	0.	0.	0.	1.5
Female	(n=77)		(n=63)	
Very important	62.3	75.3	60.9	53.9
Important	33.8	24.7	28.2	41.3
Not too important	3.9	0.	7.8	3.2
Not at all important	0.	0.	3.1	1.6
Total	(n=143)		(n=127)	
Very important	61.5	65.3	56.2	44.5
Important	32.9	33.3	32.8	50.0
Not too important	5.6	1.4	9.4	3.9
Not at all important	0.	0.	1.6	1.6

Table 20

Percentage of Ss Indicating Degree to Which
A Boss that Does Not Bawl Out Workers
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	15.2	19.4	12.5	20.0
Important	31.8	34.3	39.1	30.8
Not too important	40.9	41.8	35.9	41.5
Not at all important	12.1	4.5	12.5	7.7
Female	(n=77)		(n=63)	
Very important	18.2	20.8	17.2	12.5
Important	40.2	33.8	31.3	34.4
Not too important	32.5	38.9	35.9	40.6
Not at all important	9.1	6.5	15.6	12.5
Total	(n=143)		(n=127)	
Very important	16.7	20.1	14.8	16.3
Important	36.4	34.0	35.2	32.5
Not too important	36.4	40.3	35.9	41.1
Not at all important	10.5	5.6	14.1	10.1

Table 21

Percentage of Ss Indicating Degree to Which
A Chance to Prove that they Could do as well as Anyone Else
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	46.9	34.4	42.2	32.3
Important	43.9	47.8	37.5	42.7
Not too important	7.6	14.9	17.2	16.9
Not at all important	1.6	2.9	3.1	3.1
Female	(n=77)		(n=63)	
Very important	55.8	37.7	46.9	34.4
Important	31.2	48.0	35.9	46.9
Not too important	10.4	12.9	12.5	15.6
Not at all important	2.6	1.4	4.7	3.1
Total	(n=143)		(n=127)	
Very important	51.7	36.1	44.6	33.3
Important	37.1	47.9	36.7	47.3
Not too important	9.1	13.9	14.8	16.3
Not at all important	2.1	2.1	3.9	3.1

Table 22

Percentage of Ss Indicating Degree to Which
Praise for Good Work From the Boss
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	18.2	23.9	29.7	15.4
Important	46.9	49.2	42.2	55.4
Not too important	28.8	22.4	25.0	24.6
Not at all important	6.1	4.5	3.1	4.6
Female	(n=77)		(n=63)	
Very important	26.0	23.4	20.6	6.2
Important	42.8	48.0	50.9	56.3
Not too important	26.0	24.7	20.6	29.7
Not at all important	5.2	3.9	7.9	7.8
Total	(n=143)		(n=127)	
Very important	22.4	23.6	25.3	10.8
Important	44.8	48.6	46.4	55.8
Not too important	27.2	23.6	22.8	27.1
Not at all important	5.6	4.2	5.5	6.2

Table 23

Percentage of Ss Indicating Degree to Which Chance for Promotion Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	57.6	44.8	68.8	50.8
Important	31.8	47.7	28.1	41.5
Not too important	10.6	7.5	3.1	7.7
Not at all important	0.	0.	0.	0.
Female	(n=77)		(n=63)	
Very important	62.3	45.4	42.2	32.8
Important	29.9	46.8	48.4	56.3
Not too important	5.2	7.8	7.8	10.9
Not at all important	2.6	0.	1.6	0.
Total	(n=143)		(n=127)	
Very important	60.1	45.1	55.5	41.9
Important	30.8	47.3	38.2	48.8
Not too important	7.7	7.6	5.5	9.3
Not at all important	1.4	0.	.8	0.

Table 24

Percentage of Ss Indicating Degree to Which
Chance for a Pay Raise
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	39.5	47.8	50.0	52.3
Important	54.5	46.2	42.2	36.9
Not too important	3.0	6.0	6.2	9.3
Not at all important	3.0		1.6	1.5
Female	(n=77)		(n=63)	
Very important	46.8	42.8	35.9	40.6
Important	48.0	49.4	50.0	48.4
Not too important	5.2	7.8	12.5	9.4
Not at all important	0.		1.6	1.6
Total	(n=143)		(n=127)	
Very important	43.4	45.2	43.0	46.5
Important	51.0	47.9	46.1	42.6
Not too important	4.2	6.9	9.3	9.3
Not at all important	1.4		1.6	1.6

Table 25

Percentage of Ss Indicating Degree to Which A Good Company Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	36.4	35.8	29.7	24.6
Important	50.0	56.7	57.8	63.1
Not too important	13.6	7.5	9.4	12.3
Not at all important	0.	0.	3.1	0.
Female	(n=77)		(n=63)	
Very important	39.0	37.7	39.7	35.9
Important	54.5	49.3	42.8	48.5
Not too important	6.5	13.0	12.7	9.4
Not at all important	0.	0.	4.8	6.2
Total	(n=143)		(n=127)	
Very important	37.8	36.8	34.6	30.2
Important	52.4	52.8	50.4	55.8
Not too important	9.8	10.4	11.0	10.8
Not at all important	0.	0.	4.0	3.2

Table 26

Percentage of Ss Indicating Degree to Which Working with Friends and Neighbors Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	10.6	6.0	9.4	4.6
Important	22.7	13.4	26.6	26.2
Not too important	53.0	64.2	45.2	53.8
Not at all important	13.7	16.4	18.8	15.4
Female	(n=77)		(n=63)	
Very important	9.1	5.2	9.5	12.5
Important	33.8	26.0	20.6	25.0
Not too important	40.2	46.7	49.3	32.8
Not at all important	16.9	22.1	20.6	29.7
Total	(n=143)		(n=127)	
Very important	9.8	5.6	9.4	8.5
Important	28.7	20.1	23.6	25.6
Not too important	46.1	54.9	47.3	43.4
Not at all important	15.4	19.4	19.7	22.5

Table 27

Percentage of Ss Indicating Degree to Which
Nice People to Work With
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	21.2	23.9	28.2	26.2
Important	51.5	52.2	53.1	56.9
Not too important	27.3	22.4	15.6	12.3
Not at all important	0.	1.5	3.1	4.6
Female	(n=77)		(n=63)	
Very important	32.5	31.2	28.6	28.1
Important	50.6	58.4	47.6	50.0
Not too important	15.6	7.8	20.6	14.1
Not at all important	1.3	2.6	3.2	7.8
Total	(n=143)		(n=127)	
Very important	27.3	27.8	28.3	27.1
Important	51.0	55.6	50.4	53.5
Not too important	21.0	14.6	18.1	13.2
Not at all important	.7	2.0	3.2	6.2

Table 28

Percentage of Ss Indicating Degree to Which
A Chance to Exercise Leadership
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	21.2	14.9	17.2	12.3
Important	45.4	52.2	54.7	55.4
Not too important	28.8	28.4	25.0	29.2
Not at all important	4.6	4.5	3.1	3.1
Female	(n=77)		(n=63)	
Very important	27.3	16.9	19.6	14.1
Important	48.0	48.0	52.4	56.2
Not too important	22.1	28.6	25.4	26.6
Not at all important	2.6	6.5	3.2	3.1
Total	(n=143)		(n=127)	
Very important	24.5	16.0	18.1	13.2
Important	46.8	50.0	53.6	55.8
Not too important	25.2	28.5	25.2	27.9
Not at all important	3.5	5.5	3.1	3.1

Table 29

Percentage of Ss Indicating Degree to Which
A Chance to Help Others
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	36.4	23.9	26.6	18.4
Important	54.5	55.2	64.1	58.5
Not too important	7.6	19.4	7.8	23.1
Not at all important	1.5	1.5	1.5	0.
Female	(n=77)		(n=63)	
Very important	49.4	42.8	44.4	39.1
Important	45.4	49.4	41.3	46.8
Not too important	5.2	7.8	14.3	14.1
Not at all important	0.	0.	0.0	0.
Total	(n=143)		(n=127)	
Very important	43.4	34.0	35.4	28.7
Important	49.6	52.1	52.8	52.7
Not too important	6.3	13.2	11.0	18.6
Not at all important	.7	.7	.8	0.

Table 30

Percentage of Ss Indicating Degree to Which
A Chance to use their Special Abilities
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	39.4	38.8	32.7	32.3
Important	54.5	41.8	51.6	61.5
Not too important	6.1	17.9	14.1	6.2
Not at all important	0.	1.5	1.6	0.
Female	(n=77)		(n=63)	
Very important	45.4	36.4	45.0	34.4
Important	46.8	53.2	50.0	56.2
Not too important	5.2	9.1	0.	9.4
Not at all important	2.6	1.3	5.	0.
Total	(n=143)		(n=127)	
Very important	42.6	37.5	38.7	33.3
Important	50.4	47.9	50.8	58.9
Not too important	5.6	13.2	7.3	7.8
Not at all important	1.4	1.4	3.2	0.

Table 31

Percentage of Ss Indicating Degree to Which
A Place in Which they Could Work Alone
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	3.0	4.5	1.6	1.5
Important	15.2	6.0	7.8	16.9
Not too important	42.4	58.2	57.8	52.4
Not at all important	39.4	31.3	32.8	29.2
Female	(n=77)		(n=63)	
Very important	3.9	3.9	3.1	3.1
Important	20.8	7.8	17.5	17.2
Not too important	40.2	55.8	52.4	53.1
Not at all important	35.1	32.5	27.0	26.6
Total	(n=143)		(n=127)	
Very important	3.5	4.3	2.4	2.3
Important	18.2	6.9	12.6	17.1
Not too important	41.2	56.9	55.1	52.7
Not at all important	37.1	31.9	29.9	27.9

Table 32

Percentage of Ss Indicating Degree to Which Time to be With Their Family Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	50.0	49.2	65.6	58.5
Important	37.9	44.8	26.6	33.8
Not too important	12.1	4.5	7.8	7.7
Not at all important	0.	1.5	0.	0.
Female	(n=77)		(n=63)	
Very important	59.7	44.7	54.7	39.1
Important	39.0	44.7	35.9	42.2
Not too important	1.3	10.6	9.4	17.1
Not at all important	0.	0.	0.	1.6
Total	(n=143)		(n=127)	
Very important	55.2	46.8	60.2	48.8
Important	38.5	44.8	31.2	38.0
Not too important	6.3	7.7	8.6	12.4
Not at all important	0.	.7	0.	.8

Table 33

Percentage of Ss Indicating Degree to Which
A Place Where They Would Work With Other People
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	21.2	11.9	12.5	6.2
Important	34.8	43.3	48.5	56.9
Not too important	33.4	40.3	31.2	35.4
Not at all important	10.6	4.5	7.8	1.5
Female	(n=77)		(n=63)	
Very important	23.4	29.9	21.9	25.0
Important	46.8	54.5	42.2	39.1
Not too important	26.0	15.6	31.2	29.7
Not at all important	3.8	0.	4.7	6.2
Total	(n=143)		(n=127)	
Very important	22.4	21.5	17.2	15.5
Important	41.2	49.3	45.4	48.1
Not too important	29.4	27.1	31.2	32.5
Not at all important	7.0	2.1	6.2	3.9

Table 34

Percentage of Ss Indicating Degree to Which
The Opportunity to be Creative and Original
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	18.2	19.4	18.8	4.6
Important	47.0	47.8	54.7	60.0
Not too important	31.8	31.3	23.4	32.3
Not at all important	3.0	1.5	3.1	3.1
Female	(n=77)		(n=63)	
Very important	23.7	14.7	28.1	18.8
Important	52.6	64.0	45.4	51.6
Not too important	19.7	20.0	23.4	29.6
Not at all important	4.0	1.3	3.1	0.
Total	(n=143)		(n=127)	
Very important	21.1	16.9	23.4	11.6
Important	50.0	56.3	50.1	55.8
Not too important	25.4	25.4	23.4	31.0
Not at all important	3.5	1.4	3.1	1.6

Table 35

Percentage of Ss Indicating Degree to Which
A Secure Future
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	68.2	55.2	64.1	55.4
Important	27.3	38.8	31.2	44.6
Not too important	4.5	6.0	4.7	0.
Not at all important	0.	0.	0.	0.
Female	(n=77)		(n=63)	
Very important	65.8	63.2	54.7	48.4
Important	26.3	30.2	37.5	50.0
Not too important	5.3	5.3	7.8	0.
Not at all important	2.6	1.3	0.	1.6
Total	(n=143)		(n=127)	
Very important	66.9	59.4	59.4	51.9
Important	26.8	34.3	34.4	47.3
Not too important	4.9	5.6	6.2	0.
Not at all important	1.4	.7	0.	.8

Table 36

Percentage of Ss Indicating Degree to Which
A Job Close to Home
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	9.1	9.0	10.9	7.7
Important	18.2	17.9	26.6	24.6
Not too important	48.5	53.7	53.1	52.3
Not at all important	24.2	19.4	9.4	15.4
Female	(n=77)		(n=63)	
Very important	9.2	7.8	9.4	9.4
Important	25.0	15.6	23.4	23.4
Not too important	52.6	68.8	50.0	57.8
Not at all important	13.2	7.8	17.2	9.4
Total	(n=143)		(n=127)	
Very important	9.2	8.3	10.2	8.5
Important	21.8	16.7	25.0	24.0
Not too important	50.7	61.8	51.6	55.0
Not at all important	18.3	13.2	13.2	12.5

Table 37

Percentage of Ss Indicating Degree to Which
Vacations and Holidays with Pay
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	24.2	27.3	29.7	30.8
Important	39.4	53.0	45.3	56.9
Not too important	34.8	19.7	18.8	12.3
Not at all important	1.6	0.	6.2	0.
Female	(n=77)		(n=63)	
Very important	28.6	23.4	32.8	28.1
Important	42.8	54.5	39.1	53.1
Not too important	20.8	20.8	28.1	18.8
Not at all important	7.8	1.3	0.	0.
Total	(n=143)		(n=127)	
Very important	26.6	25.2	31.2	29.4
Important	41.2	53.8	42.2	55.0
Not too important	27.3	20.3	23.4	15.6
Not at all important	4.9	.7	3.1	0.

Table 38

Percentage of Ss Indicating Degree to Which Interesting Work Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	48.5	40.3	50.0	38.5
Important	39.4	52.2	43.8	50.8
Not too important	9.1	7.5	3.1	9.2
Not at all important	3.0	0.	3.1	1.5
Female	(n=77)		(n=63)	
Very important	50.6	57.1	59.4	59.4
Important	46.8	39.0	32.8	32.8
Not too important	1.3	3.9	4.7	7.8
Not at all important	1.3	0.	3.1	0.
Total	(n=143)		(n=127)	
Very important	49.6	49.3	54.7	48.8
Important	43.4	45.1	38.3	41.9
Not too important	4.9	5.6	3.9	8.5
Not at all important	2.1	0.	3.1	.8

Table 39

Percentage of Ss Indicating Degree to Which Job Extras (pensions, sick benefits, etc.) Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	47.0	22.4	50.0	40.0
Important	40.9	67.2	34.4	49.2
Not too important	10.6	10.4	14.1	9.2
Not at all important	1.5	0.	1.5	1.5
Female	(n=77)		(n=63)	
Very important	44.7	31.2	34.4	34.4
Important	34.3	63.6	51.6	53.1
Not too important	19.7	5.2	14.1	10.9
Not at all important	1.3	0.	0.	1.6
Total	(n=143)		(n=127)	
Very Important	45.8	27.1	42.1	37.2
Important	37.3	65.3	43.0	51.1
Not too important	15.5	7.6	14.1	10.1
Not at all important	1.4	0.	.8	1.6

Table 40

Percentage of Ss Indicating Degree to Which
A Chance to be Their Own Boss
Would be Important to Them in Choosing an Occupation

Degree of Importance by Sex	Percentage in Each Group by Pre- and Post-Treatment			
	Experimental		Control	
	Pre %	Post %	Pre %	Post %
Male	(n=66)		(n=64)	
Very important	27.3	34.3	28.2	18.5
Important	39.3	25.4	31.2	43.1
Not too important	25.8	32.8	32.8	35.3
Not at all important	7.6	7.5	7.8	3.1
Female	(n=77)		(n=63)	
Very important	39.0	11.7	32.8	10.9
Important	20.7	40.2	31.2	42.2
Not too important	32.5	39.0	26.6	34.4
Not at all important	7.8	9.1	9.4	12.5
Total	(n=143)		(n=127)	
Very Important	33.5	22.2	30.5	14.7
Important	29.4	33.3	31.2	42.6
Not too important	29.4	36.2	29.7	34.9
Not at all important	7.7	8.3	8.6	7.8

Examination of the data in Tables 11-40 suggests that there were job factors which were seen by both sexes as being relatively unimportant to them in choosing an occupation. Data for these items is shown in Tables 12, 20, 26, 31, and 36. The data in these tables indicate that:

1. Approximately 50% of the Ss indicated that "praise from fellow workers" was either not too important or not at all important to them (Table 12).

2. Approximately 50% of the Ss felt that "a boss that does not bawl out workers" would be not too important or not at all important in choosing an occupation (Table 20).

3. Approximately 60% of the Ss indicated that "working with friends and neighbors" would be a factor which they would consider as being not too important or not at all important in choosing an occupation (Table 26).

4. Over 75% of the Ss responded that both "a place in which they can work alone" (Table 31) or "a job close to home" (Table 36) was relatively unimportant to them.

The data in Tables 12, 20, 26, 31, and 36 suggest that neither the experimental nor the traditional (control) treatment seemed to produce appreciable change in the Ss' perceptions of the importance of "praise for good work from fellow workers," "a boss that does not bawl out workers," "working with friends and neighbors," "a place in which one works alone," or "a job close to home." The Ss in both groups indicated that these particular factors were of least importance to them both prior to and upon completion of treatment. While it appears that the above interpretation of the data shown in Tables 12, 20, 26, 31, and 36 is not unreasonable, it appears that there may have been a tendency for males and females to differ in their perceptions of the importance of several of the factors and that there may have been an initial (pre-treatment) difference between the two groups (see, for example, Table 18).

The data in Tables 14 and 16 would indicate that the Ss felt that good pay and a steady job would be two of the factors which would be most important to

them in considering an occupation. While approximately 60% of all Ss (n=300) felt that a steady job would be very important to them, there was some disagreement between the sexes about the importance of good pay in that approximately 70% of the males felt that good pay would be very important to them but less than 60% of the females saw this as being very important. It should be noted that the Ss tended to move in the direction of seeing both a steady job and good pay as being less important to them following treatment than prior to treatment (Tables 14 and 16); for example, the data in Table 14 show that 57.2% of the females in the experimental group after treatment saw good pay as being "important" to them while prior to treatment 61.0% had seen this as being "very important."

Other job factors that were seen by the Ss as being quite important to them in choosing or considering an occupation were job factors of good working conditions (Table 13), duty to do one's best on the job (Table 17), liking for the job itself (Table 19), a secure future (Table 35), and interesting work (Table 38). The data in these tables show that approximately 50% of the 300 Ss indicated that these factors were very important to them and a large proportion saw these factors as being important. Very few of the Ss saw any of these factors as being either not too important or not at all important to them. With respect to the job factor of good working conditions, the data in Table 13 would indicate that both males and females saw this as being either very important or important to them and that Ss in both the experimental and the control groups tended to see this as being slightly less important to them following treatment. Perhaps the most striking change in attitude towards good working conditions appears on the part of control males in that while nearly 55% of them saw this as being very important prior to treatment, only 40% saw good working conditions as very important following the treatment.

The data in Table 19 indicate that prior to treatment more than 55% of the Ss saw a liking for the job itself as being very important to them.

There appears, however, to be a sex difference reflected in the data in Table 19. Note that on pretest measures, 51% of the male Ss in the control group saw a liking for the job itself as being very important but approximately 61% of the females saw this factor as being very important. It should also be noted that in the experimental group there was a general tendency for the males to see this factor as being less important to them after treatment, while the females in the group tended to see this factor as being relatively more important after treatment, but this does not hold true for the male and female Ss in the control group. Overall, the data in Table 19 suggest that after the treatment there were relatively fewer of the male Ss seeing a liking for the job itself as being very important, and female Ss in the control group appear to have responded to the treatment in a similar manner. The reverse was true for females in the experimental group, i.e., females in the experimental group tended to see liking for the job itself as being a more important factor to them after the six weeks study of occupations.

Table 38 shows data which suggest that after the treatment relatively fewer of the male Ss saw interesting work as being very important to them. The data in Table 38 do indicate, however, that approximately 50% of the Ss both prior to treatment and following treatment saw interesting work as being very important to them in choosing an occupation and an additional 40% of the Ss saw this as being an important factor.

The data in Table 35 suggest that a secure future was quite important to the Ss and that males do not differ from females with respect to their perception of the degree of importance of the job factor. The data also suggest that on the post-treatment measures relatively fewer of the Ss indicated that a secure future was very important to them in choosing an occupation. The data in Table 35 also show that relatively few (approximately 6%) of the Ss saw a secure future as being either not too important or not at all important to them.

Data in Table 11, which reports the Ss' responses concerning how important they saw the factor of personal satisfaction from doing a job right, suggest that prior to treatment relatively more females than

males saw this as being a very important factor. The data also indicate that after the treatment relatively fewer male and female Ss in both experimental and control groups indicated that personal satisfaction from doing a job right would be very important to them. However, personal satisfaction from doing a job right was considered to be either very important or important to approximately 90% of the 300 Ss.

The data in Table 18 show that the majority of the Ss saw respect for holding a good job from friends and family as being important to them. Both males and females tended to see this factor in a similar manner. The data in Table 18 also suggest that both experimental and control groups had relatively fewer members seeing this as being very important after treatment, i.e., relatively more of the Ss saw this as being a very important factor prior to treatment than following treatment. Approximately 30% of the Ss saw respect for holding a good job from friends and family as being either not too important or not at all important to them in choosing an occupation.

The data shown in Table 21 indicate that a chance to prove that they could do as well as anyone else was seen as being a very important factor by approximately 45% of male Ss and control female Ss prior to treatment. The female Ss in the experimental group tended to see this job factor as being more important than any of the other Ss. Note that after the treatment less than 35% of the Ss in either group saw this as being a very important factor. Generally, the data in Table 21 indicate that after treatment the Ss tended to perceive a chance to prove that they could do as well as anyone else as being relatively less important to them than they had prior to treatment.

Examination of Table 25 reveals that more than 50% of the Ss saw a good company as being important to them in choosing an occupation and over 35% saw this factor as being very important. Both males and females tended to agree on the degree of importance of this factor. There seems to have been some initial differences between the two groups with respect to the degree of importance they accorded this factor in that the

control group tended to see it as being relatively less important than did the experimental group.

It would appear from the pre-treatment responses shown in Table 29 that relatively more females than males indicated that a chance to help others would be very important to them in choosing an occupation. While there were some initial differences between the groups, the data in Table 29 suggest that relatively fewer of the Ss on the post-treatment measure indicated that a chance to help others would be a very important factor to them. However, a chance to help others seems to have been quite important to these Ss since on the posttest approximately 30% of the Ss indicated that it would be a very important factor and approximately 52% indicated that it would be important.

The data in Tables 11-40 generally suggest that the Ss involved in this study saw both financially rewarding and personally rewarding factors as being quite important to them in choosing an occupation. For example, a relatively large number of the Ss indicated that factors which would be financially rewarding such as good pay (Table 14), a chance for a pay raise (Table 24), and job extras such as vacations with pay, and pensions (Tables 37 and 39), would be important to them. The Ss indicated that personally rewarding factors such as praise from the boss for good work (Table 22), the opportunity to be creative and original (Table 34), and a chance to exercise leadership (Table 28), would also be important to them in choosing an occupation.

In order to determine which of the job factors were most important to the Ss, the Ss were asked to indicate which 2 of the 30 factors would be most important to them in choosing an occupation.

The data resulting from the Ss' responses showed that the single job factor which would be most important to the largest proportion of them was good pay--almost 60% indicated that it was one of the two most important factors to them in choosing an occupation. Other

factors (in rank order) which they indicated as being most important to them were: a secure future, a steady job, liking the job itself, and time to be with their family.

One generalization which might be drawn from an examination of the data in Tables 11-40 is that a relatively large number of the Ss in both groups prior to treatment generally assigned high importance to many of the job factors. After the treatment, however, they seemed to see these factors as being relatively less important to them in choosing an occupation. This shift from an over-positive to a more moderate, and perhaps a more realistic, reaction to the job factors would suggest that the Ss were responding in a more mature manner to many of the job factors.

Attitudes Toward Work, Self, and Education

Pre- and posttests which were designed to measure the Ss' attitudes toward work, self, and education were administered to the members of both groups. The resulting data showed that approximately one-half of all Ss indicated that they had changed their attitudes toward these three factors. Some Ss held more negative attitudes toward either work, self, or education following treatment, while some held more positive attitudes.

Of those students who changed their attitude toward work, self, or education, Table 41 shows the percentages who changed in a positive direction.

Table 41

Percentage of Ss Whose Attitudes[a] Became More Positive Toward the Factors of Work, Education, and Self[b]

Factor	Treatment Group			
	Experimental		Control	
	Male %	Female %	Male %	Female %
Work	37	50	31	52
Education	56	62	41	43
Self	62	66	46	53

[a] After treatment approximately 50% of all Ss exhibited changed attitudes toward work, education, and self.

[b] Attitudes toward work, education, and self were each assessed by 4 item scales developed by applying the Guttman Scaling Technique to a number of questionnaire items.

Examination of the data in Table 41 suggests that relatively more of the Ss who received the experimental unit changed to having a more positive attitude toward work, self, and education--principally, education and self. This appears reasonable since approximately 60% of the students in the experimental group who changed in attitude did so in the direction of holding more positive attitudes, but only 45% of the control group Ss moved in a positive direction. Note that the data in Table 41 also show that only 31% of the male Ss in the control unit tended to move toward holding a more positive attitude toward work, i.e., of the male Ss in the control group who changed in their attitude toward work, 69% changed to a position of holding a more negative attitude. The overall impact of the data in Table 41 is that the experimental treatment tended to be relatively more effective in producing more positive attitudes toward work, self, and education.

Student Responses to Enrichment Activities

Table 42 shows both the questions to which the Ss (n=140) responded and the percentage of Ss, by sex, who considered the activities as being either excellent or very good, or satisfactory or poor.

Table 42

Summary of Student Responses to Questions
Concerning the Career Day Program, Field Trips, and TV Programs

Questions	Response Category: Excellent or Very Good — Male %	Excellent or Very Good — Female %	Poor or only Satisfactory — Male %	Poor or only Satisfactory — Female %	No Response %
Career Day Questions					
In general, I felt that the Career Day was	82.7	87.9	6.9	1.7	10.3
I felt that the panels of speakers were	79.3	82.7	10.3	6.9	10.3
Of what value was Career Day in helping you to learn about the variety of careers available. . .	81.0	77.6	8.6	10.3	11.0
Of what value was Career Day in providing you with opportunities to talk with workers in your fields of interest.	67.2	62.0	22.4	25.8	11.0

Field Trip Questions					
Of what value were the trips in increasing your understanding of the variety of occupations available in this area.	87.9	89.6	6.9	10.3	5.2
Of what value were the trips in increasing your understanding of jobs and work conditions. . .	75.8	87.9	18.9	12.1	5.2
Of what value were the visits in helping you decide on the kinds of jobs which would be of personal interest to you	65.5	79.3	24.1	19.0	5.2
Television Program Questions					
In general, I felt that the television programs were	68.9	84.4	22.4	10.3	5.8
Of what value were the programs in helping you to learn more about yourself as a future worker	63.8	74.1	31.0	22.4	4.8
Of what value where the programs in helping you to learn about ways in which occupations are changing	72.4	87.9	22.4	8.6	4.8
Of what value were the programs in helping you to learn about ways to achieve your career goals	67.2	74.1	27.6	22.4	3.4

It appears from the data shown in Table 42 that the Ss in the experimental classes strongly endorsed the career day, the field trip activities, and the television programs. Note that between 62% and 88% of the Ss saw the activities as being excellent or very good. The more critical reactions seem to have been focused on specific features of the experiences rather than the overall value of the experience, e.g., while approximately 85% of the Ss indicated that the career day was, in general, either excellent or very good, only 65% indicated that they had sufficient opportunity to talk with workers in their fields of interest.

While the data is not shown in this report, it might be noted that student endorsement of the television programs, career day, and field trips was reflected in a higher-than-normal school attendance on the days in which such activities were planned. In sum, student reactions to many of the "special" activities of the experimental program were strongly positive.

Summary of Data Analysis

The analysis of the data suggest the following: 1) Both the control method and the experimental method were about equally effective in aiding the students to assimilate the kinds of information which were presented in the textbook. 2) Both methods used to present information about occupations tended to raise the level of the Ss' occupational aspirations. However, while both of these methods were effective, it should be noted the occupational aspirations of experimental and control Ss were already quite high, perhaps unrealistically so, prior to treatment. 3) It seems that the males and females differed in their perceptions of the degree to which selected job factors would be important to them in choosing an occupation. 4) Both financial and personal rewards would be important to the Ss in choosing an occupation. However, there was a tendency for relatively fewer of the Ss to see these factors as being "very important" after treatment. It may be possible that a study of occupations may produce a more mature, or realistic, perception of factors to be considered in choosing an occupation. 5) While both treatments tended to produce more positive attitudes toward work, self, and education, the experimental treatment appeared to be more effective. 6) The students and teachers expressed in a variety of ways that the experimental unit was more effective than the control unit in promoting student enthusiasm and interest in the study of occupations and career information.

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